U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12HI1

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☑ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Ms. Wendy Matsuzaki

Official School Name: He'eia Elementary School

School Mailing Address: 46-202 Haiku Road
Kaneohe, HI 96744-3806

County: Oahu State School Code Number*: 304

Telephone: (808) 233-5677 E-mail: wendy_matsuzaki@notes.k12.hi.us

Fax: (808) 233-5679 Web site/URL: www.heeia.k12.hi.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Ms. Kathryn Matayoshi Superintendent e-mail: kathryn_matayoshi@notes.k12.his.us

District Name: Windward District Phone: (808) 233-5700

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Donald Horner

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12HI1

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district (per district designation):
   - 181 Elementary schools (includes K-8)
   - 39 Middle/Junior high schools
   - 43 High schools
   - 23 K-12 schools
   - 286 Total schools in district
2. District per-pupil expenditure: 11750

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 1

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	9	2	11		6	35	30	65
K	46	29	75		7	0	0	0
1	27	26	53		8	0	0	0
2	33	27	60		9	0	0	0
3	31	36	67		10	0	0	0
4	32	21	53		11	0	0	0
5	31	39	70		12	0	0	0
					Total in Applying School:			454

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
19 %	Asian
0 %	Black or African American
10 %	Hispanic or Latino
54 %	Native Hawaiian or Other Pacific Islander
11 %	White
6 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 12%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2010 until the end of the school year.	24
(2)	Number of students who transferred ***from*** the school after October 1, 2010 until the end of the school year.	30
(3)	Total of all transferred students [sum of rows (1) and (2)].	54
(4)	Total number of students in the school as of October 1, 2010	452
(5)	Total transferred students in row (3) divided by total students in row (4).	0.12
(6)	Amount in row (5) multiplied by 100.	12

8. Percent of English Language Learners in the school: 3%

Total number of ELL students in the school: 14

Number of non-English languages represented: 8

Specify non-English languages:

Cambodian, Cebuano/Visayan, Chuukese, Ilokano (Ilocano), Japanese, Spanish, Thai, Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 56%

Total number of students who qualify: 254

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%

Total number of students served: 53

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

4	Autism	1	Orthopedic Impairment
0	Deafness	5	Other Health Impaired
0	Deaf-Blindness	11	Specific Learning Disability
2	Emotional Disturbance	9	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
4	Mental Retardation	0	Visual Impairment Including Blindness
1	Multiple Disabilities	16	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	27	1
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	4	1
Paraprofessionals	4	14
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	8	9
Total number	45	25

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 17:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	95%	95%	95%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other	_____%
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☉ No

○ Yes

If yes, what was the year of the award?

PART III - SUMMARY

12HI1

He`eia Elementary School is located in Kaneohe, Oahu, on the fringe of a large commercial district. Once dotted with expansive pastures and dairy farms, the landscape is now a jigsaw of low- to high-income, single-family homes, and multi-unit residential and commercial buildings that stand in contrast with the neighborhood's country charm of half a century ago.

He`eia Elementary School's central location heightens its profile as it serves as a gathering place for sports events, craft fairs and meetings. The adjacent field and parking areas are used continuously on weekends by our community.

Opening our doors in 1960, the school has a rich history of community involvement. Among its greatest assets is the continuing participation of intergenerational families. Many of today's students have parents and grandparents who were students themselves at He`eia. Another indication of the strength of our schools' community is that a large majority of our staff have chosen to enroll their children in the school and as a result, we have faculty members who were He`eia students. Our social capital is further enriched by a network of teachers who have retired and have returned as volunteers.

The school has been sustained by a "tenured" group of longtime supporters vested in its day-to-day operation and vitality. Evidence of this community support is also documented in the He`eia Elementary Parent Survey where parents have expressed a deep appreciation for the school's leadership and teachers. The staff's long tenure and strong commitment is reflected in a recent parent survey as a collaborative leadership that supports new and standing initiatives to enhance and improve the learning community. In recent years, this collective kuleana (responsibility) has resulted in consistent and substantive gains on the Hawaii State Assessment (HSA), a prime indicator of a school's effectiveness. He`eia has earned awards and recognitions: (Annual Achievement Award - SY'09-10, SY'10-11, SY'11-12, Continuous Growth Award - SY'11-12, Hawaii Distinguished School – SY'11-12, SY'03-04, National Safe & Drug Free School Recognition – SY'93-94), and the DOE Team Excellence Award of Merit SY'08-09, underscoring the Hawaiian proverb: Pupukahi i holomua (Unite to go forward!).

"To equip students with attitudes, knowledge and skills that empower them to build a better world for themselves and others" is supported through traditions, milestones, and the nature of the community and students we serve is our mission.

Our community can be characterized as a small, cohesive, and enduring intergenerational, organized society whose members maintain a vested interest in the school. The school serves as the anchor for children and grandchildren of former students who have helped to shape and influence the destiny of the school.

The student population is predominantly part-Hawaiian (51.8%) with Caucasian and Japanese (about 12%) representing the largest percentage of the remaining ethnicities. Our 454 students span the socio-economic strata between low and upper-middle income families, with 53.3% qualified to receive free or reduced-cost lunch. Special education students represent 8.7% of the total enrollment, while English Language Learners comprise 4.1%. It should be noted that 2% of the special education students are considered very high needs children.

He`eia Traditions and values that endure are:
1. Literacy programs – The Read Aloud Program, with at least 20 parents who volunteer monthly to read to students using trade books provided by Title I, and The Dr. Seuss Celebration/Read Aloud Program, where every class hosts a volunteer reader and which culminates in a "Fubbulous Fair" of Seussical

competitions all day and evening;
2. Family involvement activities - The May Day Program celebrates Hawaii's cultural diversity. The school's annual Fun Fair stimulates and sustains the participation of more than one thousand people. Kindergarten Family Nights are held twice a year, and Movie Nights are held each semester
3. Student engagement activities – Students participate in the annual Physical Fitness Competition at Kaiser High School, the JPO Competition at Kapiolani Park, school-wide Track and Field Day in May, HSA Celebration and the annual Brown Bags to Stardom Talent Show.
4. Celebrations of student achievement – Super Hawk Assemblies are conducted quarterly to recognize the importance of the 5Rs (Respect, Responsibility, Resourcefulness, Resiliency, Relationships).
5. Clubs - Student Government, Alakai (Recess Responsibility) and Library Club.

School infrastructure milestones include a comprehensive electrical upgrade that allowed the school to expand technology resources (one computer lab and two mobile labs) to the existing computer lab. The project also makes it possible for the school to expand its fiber-optic infrastructure for future access to technology support for learning.

The school acquired 21 Promethean interactive boards to support direct instruction and increase student engagement. These boards also provide teachers with increased opportunities for ongoing formative assessments.

Our vision, "Soaring Towards Excellence, An Adventure in Learning" is guided by the core values of our school community, which include life-long learning, kindness and respect. We honor each person's uniqueness, and their assets of cooperation and collaboration. Our school community believes everyone is a learner, that each can make a difference, and learns through experience and modeling. To this end, our vision is focused on developing personal excellence through learning by teaching the attitudes, knowledge, and skills to empower students.

Students demonstrated consistent and significant increases in reading and mathematics achievement. This is especially evidenced in the cohort of disadvantaged students, who have reduced the achievement gap by meeting and/or exceeding proficiency on state assessments. Over the last five years, students demonstrated 22% gains in reading and 23% gains in mathematics overall. Disadvantaged students exceeded state DOE targets by demonstrating 32% gains in reading and 25% gains in mathematics overall. Although still trailing school and state targets, disabled students showed overall gains of 5% in reading and 2% in mathematics over the last five years. Last year, we matched the state average for this population in reading proficiency (17%) and exceeded the state average for math (by 5%). For the last three years, we have exceeded the state benchmarks for meeting and exceeding proficiency school-wide and for the disadvantaged cohort demonstrating effectiveness in meeting Adequate Yearly Progress (AYP).

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The primary index for measuring student achievement is the HSA of the Hawaii State Department of Education (DOE). For the first time, the SY'10-11 assessment was administered online and allowed students three opportunities to demonstrate proficiency. Schools had the latitude to determine the testing schedule. He`eia chose to administer the assessment during the 2nd, 3rd, and 4th quarters.

Over the last five years, the targeted reading and math benchmarks increased along a trajectory aligned to No Child Left Behind. In SY'06-07, the state benchmark for proficiency was 44% in reading and 28% in math. For the next three years (SY'07-08 – SY'09-10), the benchmark was increased to 58% in reading and 46% in math. Finally, in SY'10-11, it was increased to 72% in reading and 64% in math. It is against these targets that over the last five years, the school has demonstrated significant and consistent patterns of improvement.

He`eia Elementary engaged in an internal self-study of the HSA longitudinal data and conducted a series of vertical articulation meetings to address the gaps in math achievement. The math Professional Learning Community (PLC) established a detailed, assessment-based monitoring system for math that is tied to inclusive Response to Intervention (RtI) strategies. Lokahi (harmony) for grades 2-6 and Ahonui (patience) for grades 3-6 are two intervention programs that utilize a comprehensive student progress monitoring system to provide immediate and year-long interventions for all students.

Our students with disabilities experienced gradual improvement in HSA reading and math over the past five years. Special Education teachers work closely with the general education teachers to align the goals and objectives of each student's individualized program with the HCPS III and CCSS. In response to the teacher furloughs in SY 2009-10, the Special Education teachers designed and implemented a progress monitoring framework to detect and correct lapses in achievement that may have been caused by the lack of instruction due to the abbreviated instructional days. Heeia was required to remedy these shortfalls by developing recoupment plans. This close level monitoring of student achievement precipitated an accelerated pedagogical shift in teachers becoming increasingly intentional in identifying and addressing clear learning targets in their instruction. Our teachers continue to use this system as an indicator of student progress which complements the RtI system that the math department developed. Teachers identify barriers to learning and implement interventions to address the gap. On-going communication between teachers in pre-referral meetings and professional learning communities is foundational in closing the achievement gap for our students.

DIBELS and Ahonui math are used to monitor the progress of our students within the general and special education programs. Teachers conduct action research to find the best practices that will have the greatest impact on student learning in math and reading. These are incorporated into the school-wide interventions that have produced overall improvement trends. As a result, most students receive individualized math and reading instruction in a resource setting, progressing through the CCSS, school-wide continuum of skills with the expectation that they will eventually be "included" in general education classes. For the remaining content areas, science, social studies, health, PE, and computer, students are taught in an inclusion setting with the exception of one fully self-contained classroom.

In reading, the Title I Program provides supports for struggling readers with services focused on improving academic outcomes for low-achieving and disadvantaged students. An internal screening protocol, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), is used to identify targeted students and provide interventions to support them with foundational reading readiness skills.

Paraprofessionals work with targeted students to develop basic reading and reading comprehension skills using oral reading strategies.

HSA data tables indicate a consistent improvement trending pattern over the last five years overall. This pattern is consistent for the disadvantaged population that represents 54% and the disabled subgroup, which represents 12% of the total enrollment. There are several factors that contributed to these significant gains over the last five years. As the school began its self-study for school improvement, the faculty agreed that math should be the targeted area of focus. Although the state AYP benchmark at that time was modest, there was appreciable concern regarding the capacity of the school to eventually meet the 2014 target if the momentum of student achievement waxed slowly.

The math cadre embarked on an ambitious plan to adopt a data-driven, weekly progress monitoring system to track student achievement. From its inception, this system produced positive results in meeting AYP overall. During SY'09-10, this system was fully implemented with fidelity. The result was that all but the disadvantaged and disabled subgroups met AYP criteria. However, both of these subgroups demonstrated positive growth with the disadvantaged subgroup falling just 3% points short of the AYP target of 64% in SY'10-11.

In reading, a unilateral decision to concentrate Title I resources for the K-3 classes, provide targeted supports to all classes, and the adoption of the Harcourt-Brace basal text because of its built-in comprehensive interventions have achieved compelling results. With the exception of the disadvantaged subgroup in SY'06-07 and SY'07-08, He`eia Elementary has been on a significant and positive trajectory in meeting AYP for the last five years in reading overall.

Pockets of regression in some grades in some years are attributed to personnel changes involving the 6th grade reading teacher for SY'09-10 and the absence of the 5th grade math teacher for that same year. In addition the decision was made to departmentalize the core content areas in the upper grades (4th-6th).

At the outset of designing a progress monitoring system, the staff identified a number of gaps in the alignment of their curriculum maps and the HSA. As a result of extensive vertical and grade level discussions, teachers developed a comprehensive plan to assure that all standards and benchmarks would be addressed. They believed that the significant gains in scores from SY'09-10 to SY'10-11 were primarily attributed to an improved capacity to implement a school-wide progress monitoring plan and the new online test format allowed students to take the test three times. The school community expanded access to additional computer labs, thereby building in a familiarity among students of web-based learning systems.

2. Using Assessment Results:

Beginning with its Title I eligibility, teachers began using assessment data to analyze and improve individual student and school-wide trending results. Title I required that oral reading fluency be measured three times a year. Thus, a system was embedded within the intervention protocol to examine oral reading fluency data to inform instruction for beginning readers. Teachers in grades K-3 continue to use this system as a measure of instructional effectiveness.

When the school decided to target math shortfalls from the HSA testing, it was a natural progression to adopt this fundamental instructional paradigm. The math teachers developed a plan to vertically align the curriculum and create a comprehensive progress monitoring system to assess effectiveness of the plan in improving math achievement. The consistent progress of individual students using RtI longitudinal progress monitoring is testament to the system's effectiveness.

During the last five years, students overall have met or exceeded the state benchmark. The disadvantaged group has approached proficiency, falling short by just 3%. Although the disabled group continues to lag

behind, they have demonstrated yearly increases in meeting proficiency, growing annually from 9% to 12%.

From the school's self-study, three significant curricular modifications were implemented five years ago to increase instructional responsiveness to trending data: 1) Reorganize the student groups at each grade level by proficiency levels to narrow the focus of instruction on homogeneous skill groups in reading and math; 2) Decided school-wide to maintain small teacher-pupil ratios in the lower grades; and 3) "Departmentalize" the upper grades (4-6) two years ago, enabling one grade level teacher to become the "content expert" so that the allocation of resource personnel could be concentrated at the "hub" of instruction rather than fragmented and distributed equitably among the grade level teachers.

Math teachers worked on building capacity within their cadre to become more intentional in their instruction by refining pacing plans to allow extra instructional time to address complex math standards, systematize a common pedagogy, and identify the “Essential 10” skills that defined math readiness for each grade.

In Language Arts, the cadre aligned each grade level curriculum by creating standards-based curricular folders that were organized by quarters for teachers to use to provide consistency in the scope and sequence in addressing the benchmarks. The staff believes that this responsiveness in redesigning their system of delivering instruction has produced the significant increases in achievement levels.

Each year the annual results of students’ achievement, overall performance, and individual school results are published by the local newspaper and media for the community. Explanatory narratives summarizing student performance statewide focus on prominent trending patterns. These results are also posted on the Hawaii DOE website.

At the school level, teachers maintain a consistent communication system called the "Thursday Envelope." Parents have grown accustomed and appreciate receiving messages and reminders from teachers, staff, programs, and the principal on each Thursday. Important information detailing school progress, formative, summative and state achievement test results are provided at Parent-Teacher Conferences and at face-to-face family engagement activities (e.g., Fun Fairs, Seussical Fubbulous Fairs, Snooze in the Zoo, Sleepovers, camping trips to Camp Timberline, Reading Family Fun Nights) are shared via the envelope. Parents also receive informal updates on their child's academic progress through this method.

3. Sharing Lessons Learned:

Teachers and administrators have learned several important lessons from our ongoing self-study. First, the use of frequent formative assessments initially required by Title I provided the seminal impetus to developing comprehensive data collection systems for reading and math that have produced compelling increases in HSA scores. There is a process in place to systematically study data trends and develop prescriptive interventions that address gaps in achievement. Second, the inception of a school-wide behavioral monitoring/intervention protocol has resulted in a dramatic decrease in student referrals and the resultant exclusions from classes. The teachers believe that the decline in exclusions and increased student engagement data support the hypothesis that this intervention produced the concomitant rise in achievement scores. Third, the departmentalization of core content subjects at the upper grades resulted in transforming teachers into instructional leaders in reading, math, social studies and science, who develop continuous cycles of teaching linked to student learning that sustain and increase student achievement that meet HSA benchmarks. These school improvement strategies have been shared in collegial exchanges with partner schools; during Windward District DOE peer walkthroughs, monthly School Community Council and Curriculum Coordinator meetings, Castle-Kahuku Complex Principals’ Learning Team monthly meetings, and vertical articulation with the administration at King Intermediate School.

4. Engaging Families and Communities:

He`eia School has become a hub of community activity where the pulse of community life often resonates in weekend craft fairs, charity events, and athletic competitions on campus. School-sponsored activities enjoy high participation from community members who consider He`eia "their school." The annual school-wide Fun Fair is the primary fundraiser initiated to celebrate the 50th anniversary of the school, engages families in organizing and executing a variety of activities to raise needed resources to augment instruction and student learning. Annually, this event attracts more than 1,000 people, supported by 100% participation of the school faculty. Instructional materials that have been purchased also include educational enrichment field trip admissions. Book fairs, which support the Title I literacy program, have enabled the school to provide 240-300 books each month to students who achieve the reading log goal of reading 16 times with parent for 15 minutes. Overnight sleepovers for 4th and 5th graders to encourage a sense of community for upper grade students are often headed by parents. Sixth graders celebrate their "coming of age" with a sleepover and final banquet. Snooze in the Zoo for 4th graders and a camping trip to Camp Timberline for 5th graders round out some of the significant community building/parent involvement activities.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The State of Hawaii is on a trajectory to build capacity in all schools to assure the close alignment of each school's core curriculum with the Common Core State Standards (CCSS) in consonance with its Race to the Top strategic plan. Professional development activities were facilitated by WestEd's Teach4Success trainers who provided a research-based instruction framework for the school's Professional Learning Communities to plan, model, and monitor effective teaching practices through classroom walkthroughs, and to use reflective practice. To date, the school has participated in three professional development trainings and more than 100 classroom walkthroughs during SY'11-12. Each teacher received training on eleven attributes of highly effective teachers that focuses on the use of systematic, research-based instructional protocols. These trainings are designed to assist teachers in actualizing outcome-driven instructional pedagogy in every classroom.

At the school level, teachers are heavily engaged in ongoing collaboration to develop and refine comprehensive benchmark maps consistent with the CCSS and HCPS III. Vertical and lateral articulation occurs regularly within and across grade levels and core content areas. For math, this articulation defined learning targets from K-6 with benchmark certifications in math skills at each grade level (Essential 10 Competencies).

The science curriculum is aligned to national Science, Technology, Engineering, and Mathematics (STEM) initiatives and the school has expanded the use of hands on labs and projects, using an inquiry-based model to strengthen student's understanding of the scientific method and collaborative research at all grade levels. An exemplary unit is the 2nd grade tide pools study. Student study marine science through a family engagement activity in the real world context. There is an intentional focus to examine social studies through a cultural lens as over half of the student population is Native Hawaiian (NH). The Visual Arts are often integrated into the core curriculum, thereby providing students with additional venues to demonstrate mastery of benchmarks and standards. To illustrate this point, for over ten years, the 3rd grade has implemented the Honouli'uli Wetlands curriculum that integrates fine arts into science and writing. Performing Arts activities that are integrated into the core curriculum include the music factory (grade 2), the recorder (grade 3), and the ukulele (grade 5).

The social studies curriculum from grades K through 6 is based on the HCPS III and CCSS. Teachers use a variety of resources to develop lessons that address the six strands: historical understanding, history, political science/civics, cultural anthropology, geography, and economics. Across grade levels, the social studies curriculum provides a progressively narrowing focus on understanding social studies from a global to insular context to underscore the relevance of how events in the world affect and influence the future of Hawaii. An overarching goal is to have students actualize the General Learner Outcomes of becoming community contributors by developing their complex thinking skills. Starting in kindergarten, the six strands are introduced to orient students to social studies - studying the world. This focus is narrowed as students learn about citizenship in the context of a global society in the first grade. Second graders focus on studies on the various cultures around the world culminating in a cultural sharing day which emphasizes the understanding of Hawaii's diversity. In grade third, the students' focus is more personalized as they begin to study and gain a deeper understanding of their community of Kaneohe. In the fourth grade, students study Hawaii intensively, focusing on the history, cultural anthropology, geography, economics, and political science from pre-contact through contact and the progression of government from the Hawaiian Chiefs to contemporary government. The fifth grade class curriculum is centered on the United States and sixth, World History.

Teachers use various resources to create a curriculum that is based on HCPS III and CCSS including, Discovery Ed (Gr. 3), Brain Pop (Gr. 3), The Hawaiians of Old (Gr. 4), From the Mountains to the Sea

(Gr. 4), Student Atlas of Hawaii (Gr. 4), The Hawaiian Monarchy (Gr. 4), The Ikepono Hawaii- the Hawaiian Traveling Resource Program (Gr. 4), United States History by Houghton Mifflin (Gr. 5) and World History Journey Across time by McGraw Hill (Gr. 6). Teachers add cultural relevance to these units of study by involving members of the community who come to share their personal histories and talents. These activities enrich the curriculum and increase students' civic engagement and responsibility.

Since the recent electrical upgrades and the resultant expanded access to technology, a concomitant rise in the use of online programs to accelerate progress in meeting the standards has resulted. Teachers have Promethean boards in their classes to increase formative instruction, student engagement, reduce misbehavior, and improve overall instructional effectiveness. The addition of two mobile computer labs and another classroom computer lab added to the existing lab have encouraged the use of online programs with the benefit of differentiated lessons that customize content and monitor student response to interventions. Examples of our online programs are Achieve 3000 (on-line individualized reading and writing instruction for 2-6), IXL Math (on-line, based on Singapore Math differentiated math lessons in problem-solving and logical reasoning using reading comprehension strategies), Discovery Education, and Brain Pop.

The PE, health, and nutrition programs are aligned to the DOE's Wellness Policy that articulate (1) goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness, as deemed appropriate by the department; and (2) nutrition guidelines for all foods that are available on each school campus during the school day, with the objectives of promoting student health and reducing childhood obesity.

2. Reading/English:

He`eia School's priority in Language Arts is to work toward having all students meet or exceed proficiency in reading. To this end, the school community affirmed its resolve to leverage resources to get all students reading proficiently before the 3rd grade. Buoyed by the use of the Title I progress monitoring protocol that uses DIBELS three times a year, the staff identifies students at-risk of compromised reading progress at the beginning of each semester for targeted interventions. The interventions are an array of beginning reading skills instruction: 1:1 or small group tutoring with a paraprofessional, reading with a volunteer three times a week, using the Achieve 3000 online intervention program, and participation in an ability-focused basal reading group.

Cognizant of the need to provide vocabulary and reading comprehension instruction to all students, teachers augment oral reading fluency instruction by using oral vocabulary and reading comprehension drills to accelerate recoupment for struggling readers. As these targeted readers demonstrate proficiency in attaining scaffolded reading benchmarks (DIBELS), they are cycled back to mainstream basal reading groups. Each year, the K-3 teachers engage in vertical articulation with the departmentalized reading teachers in the upper grades to provide a seamless transition. As with the lower grades, the DIBELS protocol is used as a measure of ongoing instructional effectiveness. The decision to use this DIBELS system was based on the school's Title I eligibility. With 56% of the total enrollment eligible for Title I services as disadvantaged, this research-based progress monitoring methodology is a required measure for Title I accountability. The strength of the school's effort in mediating improved reading achievement is ascribed to their intensive self-study of the formative data that is the impetus for instructional improvement. For those students who exceed proficiency in reading, the Harcourt Trophies series, a comprehensive basal reading program that provides differentiated lessons for the wide spectrum of reading needs, is used to provide enrichment for highly proficient readers.

3. Mathematics:

In response to marginal HSA scores, the school initiated a comprehensive redesign of the math curriculum and pedagogy. This effort was characterized by weekly articulation within grade levels and school-wide which coincided with K-12 vertical articulation between the schools in the Castle Complex. A significant outcome of examining the data was the school's decision to abandon the lock-step progression of the math text in favor of curriculum maps based on standards and benchmarks. Teachers developed pacing plans that were closely aligned to HCPS III, when teachers became more intentional and systematic in their teaching practices. To this end, we committed to using research-based pedagogy which validated the use of manipulatives to help students understand symbolic representation as instruction moved from concrete to abstract. The result of this school-wide commitment is evidenced in the increases in math proficiency rates. The math committee, through K-6 vertical articulation within the school, identified the "Essential 10" skills, required learning targets for transitioning to the next grade. The math support team coordinates the Castle Complex math certification within the school identifies the skills necessary for matriculation to the intermediate school level. The math committee developed its own school-wide, progress monitoring, formative assessments that are administered each Monday to inform instruction. Those students who are struggling to meet the learning targets are intensively re-taught the skill. All students also use IXL, an online math tutoring and practice program. The math text includes challenge lessons for those students who exceed proficiency on the HSA. The school maintains a formative assessment binder that tracks the math instruction for all students.

4. Additional Curriculum Area:

The Kamehameha Schools is a private educational trust whose mission is to improve academic achievement for native Hawaiian (NH) students in schools where they can optimize learning for a high proportion of these students. The Kamehameha Literacy Program, whose mission is "Creating preferred futures for Hawaiian children through literacy," is strategically available to schools whose NH enrollment exceeds 50%. The program provides additional enrichment in writing literacy in collaboration with grade level teachers to support the attainment of literacy standards. The key focus of this curriculum is Kamehameha's goal to contribute, through collaboration with the DOE to the academic success of the NH population which historically has lagged academically. Since August of 2008, He`eiaHe`eiaHe`eia students have been fortunate benefactors of a collaborative partnership with Kamehameha Schools Literacy Instruction and Support Division. Teachers from Kamehameha teach literacy thinking skills (solving words, searching for and using information, summarizing and analyzing) in grades K-3. Lessons are co-planned with DOE teachers to attain integration of literacy across the science or social studies content. Students receive 40 minute blocks of explicit literacy instruction three times per week. Every lesson opens with a Hawaiian mele (song of welcome and joy) accompanied by the ukulele.

This culture-based approach reflects a deep sense of moral obligation to carry on the Hawaiian values and traditions. The primary goal of this partnership is to improve student outcomes in literacy. Teachers frequently use graphic organizers and thinking maps to facilitate the writing process and foster the link between reading and writing. Lessons are primarily project-based with culminating class or student books which are published and proudly shared (with delight on the faces of children) within the school and with families. Through these experiences, students learn to value and appreciate writing as a means of communicating creative expressions. These literary experiences integrate art and music and other forms of expression to ensure all student learning modalities are addressed. The teachers see an improvement in literacy skills, particularly in summarizing and analyzing, which directly impacts the level of rigor in text interaction. Students think at a higher level when reading and writing goes beyond the basic levels of cognitive domain. This program influences the consistent and significant gains in reading for the initial cohort group (students currently in grades 3-6). This project is in consonance with the school's mission to equip all students with the attitudes, knowledge and skills to build a better world for themselves and others.

5. Instructional Methods:

He`eia School believes that all students can achieve. To this end, the faculty has sharpened its focus on developing comprehensive systems to ensure that students are not only taught but that they are learning. For more than five years, the teachers have worked on refining their instructional methods to accommodate the diverse needs of the disadvantaged, disabled, and NH subgroups. Through the use of a protocol designed for the Windward Oahu District by West Ed Teach for Success, teachers focus on instructional strategies in planning for, delivering, and assessing standards-based instruction. At the forefront are four attributes of highly-effective teachers: 1) instructional scaffolding to assist and support student understanding; 2) monitoring and making individual or collective adjustments; 3) student engagement; and 4) emphasizing key vocabulary.

Instruction is differentiated through instructional scaffolding to assist and support student understanding. After explicitly explaining and modeling the learning, teacher-led practice is conducted on the learning. Through this instructional method, students receive support through a gradual shift of learning responsibility from teacher to student. Students requiring additional assistance and support are accommodated through small group instruction (1 to 5) during which time the teacher re-teaches or provides additional teacher-led practice.

Promethean boards and mobile computer labs are used by teachers to engage students during instruction. Promethean boards allow for interactive learning during instructional scaffolding and teachers utilize the interactive feature of the boards to check all students for understanding. Additionally, the Promethean boards allow teachers to expand the classroom beyond four walls and into the information rich internet. The mobile computer labs are used primarily in grades 4-6 to engage students in differentiated learning for students requiring additional practice, as well as enrichment through the use of IXL (math) and Achieve 3000 (reading).

Instruction is also modified through reorganizing student groups by proficiency levels to narrow the focus of instruction on homogenous skill groups in reading and math, as well as departmentalize the upper grades (4-6).

In reading and math, there is a uniform system in place with scaffolded learning targets to monitor student learning. Support for at-risk students begins with 1:1 and dyad coaching, supplemental oral and concept-building instruction, and progresses to online remediation that branches interventions to assure mastery. These differentiation strategies in addition to the use of Promethean boards in every classroom have brought about positive results.

In reading, formal formative assessments occur three times a year in addition to progress monitoring of discrete reading skills. Many of these reading benchmarks are reinforced in the social studies and science classes with support from the Kamehameha Literacy Program.

In math, progress monitoring is conducted every Monday and appropriate interventions, parallel to reading, are prescribed to accelerate recoupment. A significant intervention that is used school-wide in math is the focus on equivalent tables which has systematized math instruction.

This learning target is common language in vertical articulation within the school. This effort to differentiate teaching and learning is the result of long-term introspection and collaboration among all instructional staff, precipitated with a self-determined plan to improve learning outcomes for all students.

6. Professional Development:

Effective professional development can be characterized by training that connects standards and benchmarks to content-based classroom instruction where there are opportunities for guided and contextual practice. Our staff has been engaged in the WestEd Teach4Success instructional practice training for over five years. It has formed the foundational impetus to build and galvanize the professional learning community at He`eia School by promoting classroom walkthroughs as a basis to accelerate improvements in teaching pedagogy. Teachers remark that having a common language between colleagues and administration has improved the precision of instruction.

With the foundation for collaboration in place, the school then initiated professional development activities that were focused on common core instruction. The staff committed to target math because of the lackluster longitudinal achievement data trend. Trainer Wesley Yuu provided common core math training (grades K-2), sponsored by the Kamehameha Schools Literacy Instruction and Support Division. Using collaborative dialogue to facilitate discovery, teachers gained clarity in understanding the importance of collecting data to assess the quality of instruction. Through guided practice, teachers developed their own comprehensive formative assessment systems that were tied to the HCPS III. Teachers also developed common assessments and school-wide agreements, created scaffolded lessons that integrated targeted interventions and integrated technology that provide online instruction that expanded the consistency of evidence-based instruction. Through this process, teachers were empowered with the understanding that the rise in school achievement is predicated on good teaching and not on a program.

Greg Tang taught strategies to teachers that make learning math relevant and fun. With an emphasis on mental math and real world problems, teachers learned to teach students to be intuitive about math skills and how to integrate math into language arts. Teachers learned that strategies taught in the context of the real world were powerful in helping students remember math reasoning skills. The state DOE also provided two trainings on orienting teachers to the CCSS for grades K-2.

7. School Leadership:

The governance structure at He`eia School includes the principal, teacher leaders (grade level chairs and departmental leads), School Community Council, non-certificated staff, parents, students, and community members. Allocation of school resources is proposed and reviewed by the school leadership once a month and endorsed by members of the governance structure in the school's Academic and Financial Plan.

A series of school administrators has maintained a consistent focus on nurturing and sustaining the momentum toward school improvement. Despite several transitions in leadership over the last five years, school leaders have distinguished their organizational management by placing a premium on learning together, with and from each other in a professional learning community. Each has been intimately involved in the professional development that has transformed teaching and learning in attaining AYP, while ensuring an increasingly focused and safe learning environment. The allocation of unfettered meeting time and new resources (Promethean boards and a laptop for every teacher, small class size, access to a computer lab every 7th day, and teacher-driven professional development) illustrate the administration's support in enabling the growth and development of PLCs and improved student achievement.

School Quality Survey results for SY'10-'11 indicate that the level of satisfaction expressed by teachers, parents, and students exceeds state averages, most notably for teachers by 9.5 percentage points. The positive results reflect increases in satisfaction for both teachers and parents, compared to SY'09-'10.

Long-term and enduring investments are behind He`eia School’s journey from good to great.

“For, in the end, it is impossible to have a great life unless it is a meaningful life. And it is very difficult to have a meaningful life without meaningful work.”
-- Jim Collins, Good to Great: Why Some Companies Make the Leap…and Others Don't

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets, Exceeds	81	77	70	62	62
Exceeds	22	56	45	38	39
Number of students tested	54	73	74	63	85
Percent of total students tested	98	100	99	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds	76	57	55	43	51
Exceeds	12	30	33	29	30
Number of students tested	34	30	33	28	37
2. African American Students					
Meets, Exceeds					
Exceeds					
Number of students tested			3	1	3
3. Hispanic or Latino Students					
Meets, Exceeds					
Exceeds					
Number of students tested	4	1	2	3	2
4. Special Education Students					
Meets, Exceeds					
Exceeds					
Number of students tested	3	5	3	4	3
5. English Language Learner Students					
Meets, Exceeds					
Exceeds					
Number of students tested	2	2	2	2	1
6. Native Hawaiian or Other Pacific Islander					
Meets, Exceeds	70	68	67	53	61
Exceeds	23	38	33	19	29
Number of students tested	30	37	42	32	38
NOTES:					

12HI1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets, Exceeds	78	86	80	70	61
Exceeds	46	25	20	16	13
Number of students tested	54	73	74	63	85
Percent of total students tested	98	100	99	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds	71	73	73	61	35
Exceeds	29	13	15	11	5
Number of students tested	34	30	33	28	37
2. African American Students					
Meets, Exceeds					
Exceeds					
Number of students tested			3	1	3
3. Hispanic or Latino Students					
Meets, Exceeds					
Exceeds					
Number of students tested	4	1	2	3	2
4. Special Education Students					
Meets, Exceeds					
Exceeds					
Number of students tested	3	5	3	4	3
5. English Language Learner Students					
Meets, Exceeds					
Exceeds					
Number of students tested	2	2	2	2	1
6. Native Hawaiian or Other Pacific Islander					
Meets, Exceeds	67	86	74	53	58
Exceeds	47	14	12	3	5
Number of students tested	30	37	42	32	38
NOTES:					

12HI1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets, Exceeds	75	56	49	51	47
Exceeds	18	23	32	18	18
Number of students tested	68	66	57	89	72
Percent of total students tested	100	99	100	98	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds	69	50	41	31	36
Exceeds	7	17	26	10	6
Number of students tested	29	36	27	39	33
2. African American Students					
Meets, Exceeds					
Exceeds					
Number of students tested		2		4	1
3. Hispanic or Latino Students					
Meets, Exceeds					
Exceeds					
Number of students tested	2	2	2	1	
4. Special Education Students					
Meets, Exceeds					
Exceeds					
Number of students tested	6	4	7	4	8
5. English Language Learner Students					
Meets, Exceeds					
Exceeds					
Number of students tested	1	2	1	3	4
6. Native Hawaiian or Other Pacific Islander					
Meets, Exceeds	69	48	43	47	29
Exceeds	8	18	7	11	9
Number of students tested	39	40	28	36	35
NOTES:					

12HI1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets, Exceeds	87	73	63	66	68
Exceeds	47	23	18	17	6
Number of students tested	68	66	57	89	72
Percent of total students tested	100	99	100	98	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds	83	67	56	46	61
Exceeds	45	14	19	8	3
Number of students tested	29	36	27	39	33
2. African American Students					
Meets, Exceeds					
Exceeds					
Number of students tested		2		4	1
3. Hispanic or Latino Students					
Meets, Exceeds					
Exceeds					
Number of students tested	2	2	2	1	
4. Special Education Students					
Meets, Exceeds					
Exceeds					
Number of students tested	6	4	7	4	8
5. English Language Learner Students					
Meets, Exceeds					
Exceeds					
Number of students tested	1	2	1	3	4
6. Native Hawaiian or Other Pacific Islander					
Meets, Exceeds	87	70	54	61	60
Exceeds	36	13	4	8	3
Number of students tested	39	40	28	36	35
NOTES:					

12HI1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets, Exceeds	60	28	41	28	36
Exceeds	6	19	11	10	28
Number of students tested	68	57	90	71	69
Percent of total students tested	99	100	99	96	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds	50	24	27	16	22
Exceeds	3	10	5	0	15
Number of students tested	38	29	41	31	27
2. African American Students					
Meets, Exceeds					
Exceeds					
Number of students tested	1		3	1	2
3. Hispanic or Latino Students					
Meets, Exceeds					
Exceeds					
Number of students tested	2	2	1		3
4. Special Education Students					
Meets, Exceeds					9
Exceeds					0
Number of students tested	5	5	7	4	11
5. English Language Learner Students					
Meets, Exceeds					
Exceeds					
Number of students tested	3	1	4	3	1
6. Native Hawaiian or Other Pacific Islander					
Meets, Exceeds	51	11	41	25	11
Exceeds	4	0	3	13	7
Number of students tested	45	27	37	32	28
NOTES:					

12HI1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets, Exceeds	71	67	59	56	57
Exceeds	25	21	11	4	17
Number of students tested	68	57	90	71	69
Percent of total students tested	99	100	99	96	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds	61	62	37	45	33
Exceeds	18	17	2	0	4
Number of students tested	38	29	41	31	27
2. African American Students					
Meets, Exceeds					
Exceeds					
Number of students tested	1		3	1	2
3. Hispanic or Latino Students					
Meets, Exceeds					
Exceeds					
Number of students tested	2	2	1		3
4. Special Education Students					
Meets, Exceeds					0
Exceeds					0
Number of students tested	5	5	7	4	11
5. English Language Learner Students					
Meets, Exceeds					
Exceeds					
Number of students tested	3	1	4	3	1
6. Native Hawaiian or Other Pacific Islander					
Meets, Exceeds	69	63	57	53	32
Exceeds	18	4	3	6	7
Number of students tested	45	27	37	32	28
NOTES:					

12HI1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets, Exceeds	64	53	60	54	43
Exceeds	18	25	16	29	22
Number of students tested	55	81	73	59	72
Percent of total students tested	100	99	97	95	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds	46	46	54	33	34
Exceeds	12	20	9	10	11
Number of students tested	26	41	35	21	35
2. African American Students					
Meets, Exceeds					
Exceeds					
Number of students tested	1	1	1	1	4
3. Hispanic or Latino Students					
Meets, Exceeds					
Exceeds					
Number of students tested	1	2		1	
4. Special Education Students					
Meets, Exceeds					6
Exceeds					0
Number of students tested	3	4	4	9	16
5. English Language Learner Students					
Meets, Exceeds					
Exceeds					
Number of students tested	2	3	3		1
6. Native Hawaiian or Other Pacific Islander					
Meets, Exceeds	55	51	44	39	36
Exceeds	3	16	12	11	12
Number of students tested	29	37	34	28	33
NOTES:					

12HI1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets, Exceeds	89	64	84	55	49
Exceeds	49	20	18	30	14
Number of students tested	55	81	73	60	72
Percent of total students tested	100	99	97	97	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds	88	54	80	24	37
Exceeds	42	17	11	14	9
Number of students tested	26	41	35	21	35
2. African American Students					
Meets, Exceeds					
Exceeds					
Number of students tested	1	1	1	1	4
3. Hispanic or Latino Students					
Meets, Exceeds					
Exceeds					
Number of students tested	1	2		1	
4. Special Education Students					
Meets, Exceeds				0	13
Exceeds				0	0
Number of students tested	3	4	□□□10	10	16
5. English Language Learner Students					
Meets, Exceeds					
Exceeds					
Number of students tested	2	3	3		1
6. Native Hawaiian or Other Pacific Islander					
Meets, Exceeds	90	59	88	28	42
Exceeds	38	16	18	7	12
Number of students tested	29	37	34	29	33
NOTES:					

12HI1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets, Exceeds	69	54	54	48	47
Exceeds	15	31	24	22	27
Number of students tested	245	277	294	282	298
Percent of total students tested	99	99	98	97	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds	60	44	43	30	36
Exceeds	8	19	16	11	15
Number of students tested	127	136	136	119	132
2. African American Students					
Meets, Exceeds					39
Exceeds					19
Number of students tested	2	3	7	7	10
3. Hispanic or Latino Students					
Meets, Exceeds					
Exceeds					
Number of students tested	9	7	5	5	5
4. Special Education Students					
Meets, Exceeds	11	11	4	9	15
Exceeds	0	0	0	0	0
Number of students tested	17	18	21	21	38
5. English Language Learner Students					
Meets, Exceeds			30		
Exceeds			0		
Number of students tested	8	8	10	8	7
6.					
Meets, Exceeds	60	46	49	41	36
Exceeds	8	19	14	13	14
Number of students tested	143	141	141	128	134
NOTES:					

12HI1

STATE CRITERION-REFERENCED TESTS

Subject: Reading rade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets, Exceeds	81	72	71	62	58
Exceeds	41	22	16	16	12
Number of students tested	245	277	294	283	298
Percent of total students tested	99	99	98	97	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds	74	63	60	45	41
Exceeds	32	15	10	7	5
Number of students tested	127	136	136	119	132
2. African American Students					
Meets, Exceeds					49
Exceeds					10
Number of students tested	2	3	7	7	10
3. Hispanic or Latino Students					
Meets, Exceeds					
Exceeds					
Number of students tested	9	7	5	5	5
4. Special Education Students					
Meets, Exceeds	23	16	14	4	10
Exceeds	0	0	0	0	0
Number of students tested	17	18	21	22	38
5. English Language Learner Students					
Meets, Exceeds			19		
Exceeds			0		
Number of students tested	8	8	10	8	7
6.					
Meets, Exceeds	77	69	68	49	49
Exceeds	33	12	9	6	6
Number of students tested	143	141	141	129	134
NOTES:					

12HI